DOCUMENT RESUME

ED 240 805 EC 161 878

TITLE	Soccer: Special Olympics Sports Skills Instructional Program.
INSTITUTION	Joseph P. Kennedy, Jr. Foundation, Washington, D.C.
PUB DATE	[81]
NOTE	71p.; For related documents, see EC 161 875-879.
AVAILABLE FROM	Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Athletics; Elementary Secondary Education; *Mental Retardation; *Soccer; Task Analysis; Teaching Methods

ABSTRACT

One of five guides in the Sports Skills Instructional Program of the Special Olympics, the booklet describes an approach to teaching soccer skills to mentally retarded persons. An introductory section lists the goals, objectives, and benefits of the program and provides criterion referenced instruments to assess the individual's current functioning level. Specific skills in two levels of difficulty are then described in terms of task analysis and teaching suggestions for: dribbling, kicking, passing, trapping, tackling, heading, throwing in, goal keeping, and defensive play. Three subjects conclude the units: team tactics, rules, and sportsmanship. The program is designed to promote skill infusion into general academic areas. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED240805

EC 161878

SPECIAL OLYMPICS

SOCCER

Sports Skills
Instructional Program

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
TB Sorgster
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Special Olympics Created and Sponsored by the Joseph P. Kennedy, Jr. Foundation.

Photo by Ken Regan.

FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

TABLE OF CONTENTS

Foreword 1
Introduction to Program 3
Organization of Training Session 4
Soccer 6
Goal/Objectives/Benefits 7
Skill Assessment—Level I 10
1.0 Warm-Up 11
1. Stretching Exercises 11
2. Strengthening 12
3. Running Warm-Up 14
2.0 Soccer Skills—Level I 14
1. Dribbling 14
2. Kicking 15
3. Passing 16
4. Trapping 17
5. Tackling 18
6. Heading 19
7. Throw In 20
8. Goal Keeping 21
9. Defensive Play 22
Skills Assessment—Level II 23
3.0 Soccer Skill Level II 24
1. Dribbling 24
2. Kicking 25
3. Passing 27
4. Trapping 28
5. Tackling 29
6. Heading 30
7. Goal Keeping 31
4.0 Team Tactics 33
5.0 Rules 36
6.0 Sportsmanship 37
Modifications and Adaptations 38
Infusion Chart 40
Terminology and Resources 41
Skill Sheets 42
Sports Skills Assessment Record 42

Photo by Ken Regan.
Cover by Paul Collins.

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adapted physical education specialist, the special education teacher, a recreation leader or therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for sports skills competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to a free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

This Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reaction and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher/recreator of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skill Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied sources—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received soccer instruction in the past year and the remaining six students are new to your class. In order to determine the soccer ability among your students, administer the Sports Skills Assessment—Level I. The assessment enables you as the instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

Once the assessment has been administered, individualize each practice so every student works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems kicking, review the basic steps in performing a correct stationary kick as outlined in this guide. On the other hand, if an athlete scores well on the kicking section, provide instruction in advanced kicking techniques or have the athlete practice a skill that he/she is not as efficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a soccer coach.

Plan 5-10 minutes at the beginning of each class to warm up properly. Students should stretch and perform agility exercises as part of their warm up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your student's improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.

HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Janet, you did well to get into kicking position, and you would have scored if . . ."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the playing area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.). No one should be standing around while you arrange things. Keep everyone busy!
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTIHANDICAPPED INDIVIDUALS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals. Regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modification/adaptations section of this guide.

SOCCER

This Soccer unit can best be utilized to teach skills, improve coordination and agility and increase the student's general level of fitness. The sports skills needed to participate in a game of soccer are kicking and ball handling. Instruction in these skills as well as game rules and strategy will comprise this unit.

The joy of soccer is that it is a game of continuous action and simplicity. It is played by two teams of eleven players. Ten team members move up and down the field advancing the ball towards the opponent's goal and attempting to gain possession when the opponents are in control of the ball. The object is to put the ball into the opposing team's goal. The team that scores more goals wins. The game may be modified by changing the field size, ball size and weight, number of players, size of goal area and game time.

Soccer's international appeal has made it the world's most popular game. The game provides a fine balance between individual skills and teamwork. The young, the old and the handicapped player can discover the thrill of taking part in the world's most exciting game.

GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The students will acquire basic fundamental skills, appropriate social behavior and functional knowledge of the rules to enable them to successfully participate in a regulation or modified game of soccer.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice the student will properly warm up before each practice or game.

2.0 Given demonstration and practice the student will execute the necessary skills to perform level I soccer skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform level II soccer skills.

4.0 Given regulations of modified game the student will exhibit good team tactics at all times.

5.0 Given regulations or modified rules and scoring the student will adhere to those scoring rules and regulations while playing a modified game.

6.0 Given a regulation or modified game of soccer the student will exhibit good sportsmanship with teammates and opponents at all times.

3

BENEFITS

- Soccer develops coordination, agility, speed and body control.
- Soccer improves total fitness.
- Soccer teaches teamwork.
- Soccer provides action.

CLOTHING

Clothing

Clothing must be suitable for the activities involved in general, this means loose, comfortable, non-confining clothing and well-fitted shoes that are appropriate for the activities being performed. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven one way or the other, many athletes and coaches continue to believe in it.

Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulder area. Make sure the length of the shirt is long enough to tuck into a pair of shorts or warm up pants. Shirts on Special Olympics teams should display numbers, usually from 1-20.

Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should provide the athlete with comfort and good appearance. The elastic waist band should help keep the shirt in place. Loose shorts cause athletes discomfort, breaking their concentration.

Socks

Soccer socks or hose will last an entire season, giving support and a good appearance while holding protective shin gear in place. Loose or stretched socks look sloppy and provide no calf support. Because of the continuous stop and go action of soccer, it is recommended that two pairs of socks be worn to absorb shocks and prevent blisters.

Shoes

Probably the most important piece of clothing a player wears is a pair of soccer shoes. Shoes that hurt can impede the student's play and concentration. Soccer shoes should fit properly and provide good traction. Molded rubber or studded soccer shoes are recommended for grassy, muddy or wet fields. Training shoes or flats can be worn for astroturf or synthetic turf surfaces. Cushioned insole, arch and heel support are also important features of a good soccer shoe.

Warm-Up Suits

Warm-up suits should be worn when playing soccer in cold weather (outside) or when warming up prior to a practice or game. Medium weight cotton sweatshirts and pants are excellent and inexpensive warm-ups.

TEACHING SUGGESTIONS

- **Discuss the types of clothes to be worn when playing soccer.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point to advantages and disadvantages of various types of clothes which can be worn.**
- **Show pictures of clothes which are appropriate for soccer.**
- **Discuss and demonstrate the advantage of shin guards.**
- **Discuss need of goalie to wear special clothes which make him easy to identify and offer added protection.**
- **Using a flannel board and felt cut-out articles of clothing, have the student properly dress the figure.**
- **Take students to a soccer game and point out clothes being worn.**

FIELD PREPARATION

FIELD PREPARATION

The gymnasium or playing area, whether inside or outside, should be defined and small enough to discourage disorganized running about. This permits more time to spend on useful activities and less on disciplinary measures. The surrounding area should provide minimum physical hazards that might result in injury to a student or damage to the school or its equipment.

A level surface and soccer goal are the main prerequisites needed to play soccer. Soccer can be played either on a field or in a gymnasium with modified rules. The field dimensions can be modified depending on the ability of the students, number of players and/or the available playing area.

Before playing soccer the playing area should always be cleared and in a safe condition for play. An uncluttered environment provides less distractions to the student while learning. Therefore, do not set up equipment until you are ready to use it. Debris and excess water should be cleared before and during a game to prevent possible injury.

TEACHING SUGGESTIONS

- **Discuss the official boundaries of a soccer field with the student.**
- **Using a flannel board, have the student identify the official boundaries.**
- **Take the student to a playing field and demonstrate how to establish the boundaries.**
- **Assist the student in marking off the field.**
- **Discuss and point out what objects are to be removed from the playing area.**
- **Walk student around the area pointing out debris.**
- **Have student prepare field by removing debris.**

EQUIPMENT

Equipment must be safe for athletic use. Use proper equipment at all times and teach students to use equipment and perform all activities the "right" way, first time and every time, for safety's sake. Keep playing areas free of clutter and debris. Be alert to safety hazards and problem areas and do whatever is necessary to avoid them.

Soccer Balls

Synthetic leather soccer balls are the most commonly used balls for practice and everyday use. Balls should be inspected on a regular basis for proper inflation and possible defects. Students should be instructed not to sit on the balls. Soccer balls are available in sizes 5, 4 and 3.

Soccer Goal

A soccer goal consists of a frame and a net. The regulation dimension of the goal is 7.37 x 2.46 meters. For instructional purposes, small goals are available to best suit the student's ability. Students should be instructed to refrain from pulling on nets and frames.

TEACHING SUGGESTIONS

- **Show student the equipment used in soccer.**
- **Name each piece of equipment as you show it and give the use for each piece of equipment.**
- **Display equipment used in soccer and have student name each piece used.**
- **Display a variety of sports equipment and have the student select the equipment used for soccer.**
- **Discuss the importance of taking care of all sports equipment.**

COACHING AIDS

Coaching aids are vital to the success of every soccer program. Use cones, flags, ropes, coaching sticks, and reversible jerseys during your training sessions. A tethered soccer ball is excellent for athletes. It allows them to practice kicking, dribbling and heading without the need to chase the ball. The tethered soccer ball is also adaptable to wheelchair activities.

SPORTS SKILLS ASSESSMENT—LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning with a specific skill or sport and to determine the student's progress through training.

In administering the assessment, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner). If the student is performing at a higher level than measured in the Skills Assessment—Level I, re-evaluate the student utilizing Skills Assessment —Level II.

Skill Assessment—Level One

Scoring Level—indicates the student's level of achievement.

0-10 BEGINNER
11-20 ROOKIE
21-30 WINNER

Test Item #1 **Dribbling Skills**
- ☐ Makes an attempt to dribble or push the ball
- ☐ Pushes stationary ball in any direction
- ☐ Dribbles ball in desired direction
- ☐ Dribbles ball with alternating feet

Test Item #2 **Passing Skills**
- ☐ Makes an attempt to push or tap ball
- ☐ Passes ball in any direction at least 5 meters
- ☐ Passes ball in intended direction to a target
- ☐ Passes ball to a stationary teammate

Test Item #3 **Trapping Skills**
- ☐ Stops rolled ball with sole of shoe
- ☐ Stops and controls ball with inside of shoe

Test Item #4 **Shooting Skills**
- ☐ Makes an attempt to shoot stationary ball at the goal
- ☐ Shoots ball towards goal
- ☐ Hits a part of the goal when shooting
- ☐ Makes 3 out of 5 goals from a 5 meter distance

Test Item #5 **Heading Skills**
- ☐ Makes an attempt to head ball from a stationary position
- ☐ Heads ball to himself/herself 3 consecutive times
- ☐ Heads ball in a forward direction
- ☐ Heads ball to stationary teammate or target

Test Item #6 **Defensive Play**
- ☐ Makes an attempt to guard an opponent
- ☐ Maintains proper distance staying with opponent
- ☐ Blocks/stops a pass between two players
- ☐ Jockeys with offensive man for ball.

Test Item #7 **Knowledge of Game**
- ☐ Stops when the whistle blows
- ☐ Knows when the ball is in or out of boundaries
- ☐ Participates a little; recognizes teammates and opponents; knows how to start game with a kick off

_____ TOTAL SCORE

1.0 Given demonstration and practice the student will properly warm up before each practice game.

STRETCHING EXERCISES

1. Perform a straddle stretch exercise properly.

TASK ANALYSIS

a. Stand with feet shoulder width apart, hands on hips.
b. Slowly bend trunk as far left as possible and hold for 10 seconds.
c. Bend trunk to the front and hold for 10 seconds.
d. Bend trunk to the right and hold for 10 seconds.
e. Bend trunk to the back and hold for 10 seconds.
f. Repeat exercise 3 times.

2. Perform body bend exercises.

TASK ANALYSIS

a. Stand with feet slightly apart.
b. Extend arms and reach high overhead.
c. Bend from waist and arch backward as far as possible.
d. Bend forward as far as possible swinging arms forward and trying to touch ground with hands.
e. Return to starting position.
f. Bend to left as far as possible, then to right.
g. Hold each stretch for 10 seconds.
h. Repeat 3 times.

3. Perform a sitting crossover exercise.

TASK ANALYSIS

a. Sit with legs spread as far apart as comfortably possible and hands on floor out to sides and behind body.
b. Bring right leg across left leg and touch right heel to floor.
c. Work at bringing as far over to opposite side as possible.
d. Repeat to opposite side.
e. Try crossing each leg over alternately as above but touch knee to floor instead of heel.

TEACHING SUGGESTIONS

- **Demonstrate the exercise and provide physical assistance if necessary.**
- **Have students hold soccer ball while doing the exercise.**

4. Perform a toe touch exercise.

TASK ANALYSIS

a. Stand with feet slightly apart and flat on ground.
b. Keep legs as straight as possible.
c. Bend from waist and reach as far down as possible.
d. Try to touch toes or, if possible, floor.
e. Hold stretch for 10-15 seconds.
f. Repeat exercise 2 times gradually increasing to 3 times.

STRENGTHENING

1. Perform sit-up exercises.

TASK ANALYSIS

a. Lie on floor with knees bent.
b. Clasp hand behind head.
c. Come up to a sitting position.
d. Touch right elbow to left knee.
e. Return to lying position and repeat on opposite side.
f. Repeat exercise 5 times; gradually increase to 10 times or more.

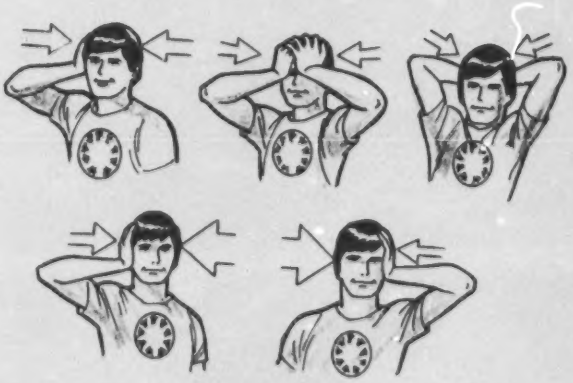
TEACHING SUGGESTIONS

- **Have partner hold feet or place feet under a chair for support.**
- **Perform sit-up holding soccer ball.**

2. Perform an isometric neck exercise.

TASK ANALYSIS

a. Push against hand with head as hard as possible without causing motion.
b. Push forward, hands on forehead, hold for 5 seconds.
c. Push backward, hands on forehead, hold for 5 seconds.
d. Push head to right side, right hand resisting, hold for 5 seconds.
e. Push head to left side, left hand resisting, hold for 5 seconds.
f. Repeat exercise 3 times; gradually increase to 6 times.



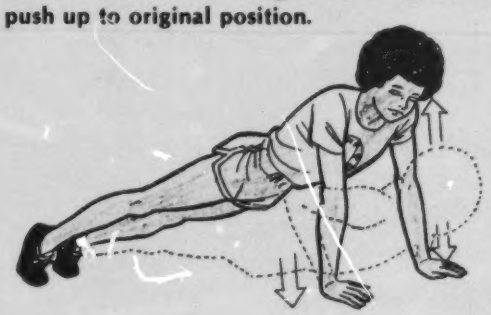
3. Perform push ups.

TASK ANALYSIS

a. With body inclined forward, place weight on hands and feet.
b. Bend arms to bring chest to floor then push up to original position.
c. Repeat exercises 5 times and gradually increase to 10 repetitions.
d. Perform a push-up on top of a soccer ball.

TEACHING SUGGESTION

- **Start from kneeling position. Kneel with body inclined forward, placing weight on hands and knees. Bend arms to bring chest to floor then push up to original position.**



4. Perform the ankle rotation exercise.

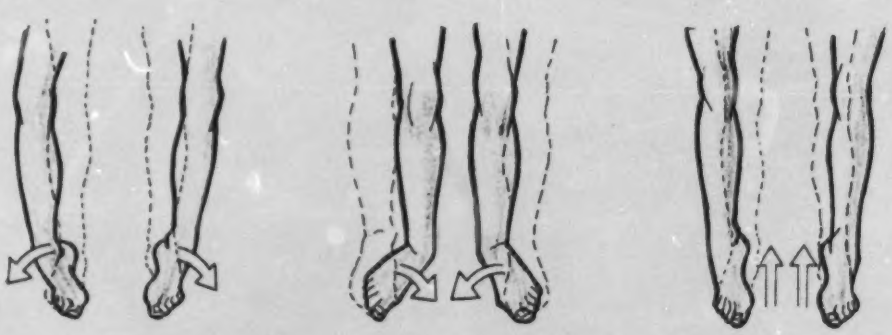
TASK ANALYSIS

a. Sit on the floor with legs straight.
b. Place heels about shoulder width apart.
c. Place hands on floor behind body for support.
d. Move toes in large circular movements.
e. Press feet out and around, then in and towards body.
f. Do movements first in one direction, then in reverse.
g. Repeat exercise 3 times; gradually increase to 6 repetitions.

5. Perform an ankle roll exercise.

TASK ANALYSIS

a. Stand erect, arms at sides, feet shoulder width apart.
b. Slowly raise up onto toes, then lower until feet are flat on floor.
c. Roll outward on sides of feet. Roll inward so that outside edge of foot is off of the floor.
d. Return to starting position.
e. Repeat exercise 3 times; gradually increase to 6 repetitions.



DRIBBLING—LEVEL I

2.0 Given demonstration and practice the student will execute the necessary skills to participate in level one soccer skills.

RUNNING WARM-UP

1. Jog around the playing field dribbling the ball.

TASK ANALYSIS

a. Jog around the playing field dribbling the ball.
b. Attempt to keep the ball within one-stride distance.
c. Concentrate on controlling the ball; gradually increase distance.

TEACHING SUGGESTIONS

- **Begin jogging without the ball. Progress to jogging with ball various distances.**
- **Change directions.**
- **Dribble with only the left foot, then only the right.**
- **Dribble with only inside of feet then with only outside of feet.**
- **Have all players dribbling ball within a designated area preferably a grid, such as the penalty area.**

DRIBBLING

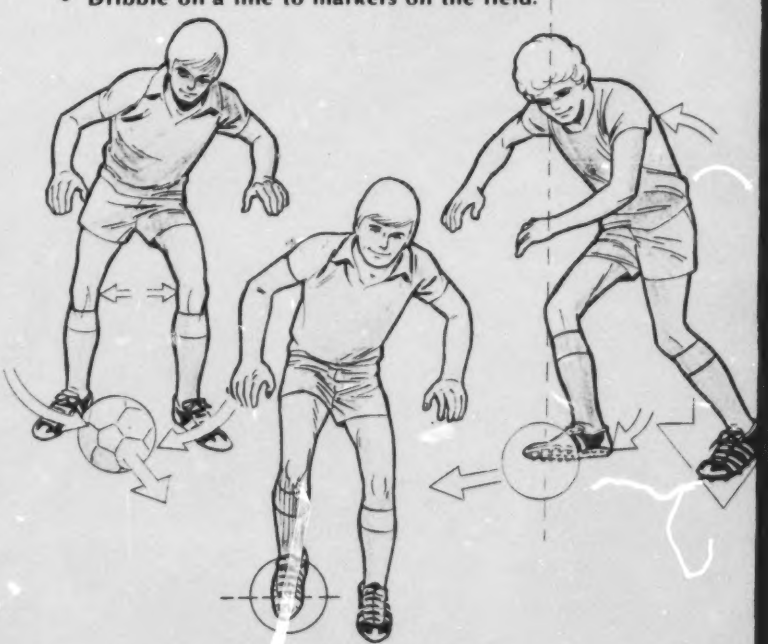
1. The student gets into a functional delivery position two out of three times.

TASK ANALYSIS

a. Position feet shoulder width apart, forward backward stride.
b. Distribute weight evenly, bend knees.
c. Keep eyes on ball.

TEACHING SUGGESTIONS

- **Place colored tape on inside of student's shoe to emphasize point at which ball contact should be made.**
- **Dribble on a line to markers on the field.**



2. Dribble a ball twenty meters two out of three times.

TASK ANALYSIS

a. Place weight on non-dribbling foot.
b. Slightly flex knee of dribbling leg by raising foot ten to fifteen centimeters off the ground.
c. Push ball straight ahead with the inside of the foot.
d. Lean body forward so that head is directly over the ball.
e. Step forward and repeat movements with the other foot.
f. Keep ball within a one-stride distance.
g. Execute smooth integration of the previous focal points.

DRILLS

Snake Drill—This follow-the-leader drill is good for dribbling skills as well as for teaching players to maneuver while running about without the ball. Leader is without ball; second player in line dribbles the ball along while following leader. Other players, also without the ball, follow behind. Repeat drill (leader goes to back of line, second player becomes leader) until everyone has had a turn dribbling.

Variations—Have players change speed. Have players sprint for 3 steps, then 5, then 10.

Circle Dribbling—Players stand in a circle. One player dribbles in and out of the circle. Weaving around each of the other players and back to the beginning. Next player begins. Repeat drill in reverse direction to encourage use of other foot and of different parts of foot.

KICKING—LEVEL I

KICKING

1. Demonstrate ready position to kick a stationary soccer ball.

TASK ANALYSIS

a. Step forward positioning non-kicking foot, usually about 20 centimeters from the ball.
b. Shift body weight to non-kicking foot.
c. Swing foot back keeping knee over the ball.
d. Keep eyes on ball.

TEACHING SUGGESTIONS

- **Point out parts of foot used for kicking. Use colored tape on inside, outside, and the instep of both left and right feet. Practice making ball contact on tape.**
- **Place ball against the wall, practice making contact kicking the ball.**

2. Propel ball in forward motion with an instep kick.

TASK ANALYSIS

a. Contact ball at midpoint with instep of kicking foot.
b. Swing leg through after contact.
c. Keep eyes on ball while in the act of kicking.

TEACHING SUGGESTIONS

- **Emphasize that the toe is NOT to make contact with the ball. Place an old sock with toe cut away over player's soccer shoe. (Put chalk or paint on shoe area.) Now, ball must touch sock to score point in kicking relay.**
- **If possible have players play barefooted.**
- **Place ball against wall; execute proper contact with ball.**

3. Kick a ball rolling to him/her two out of three times.

TASK ANALYSIS

a. Focus eyes on ball.
b. Judge speed of ball.
c. Kick.

DRILLS

Accuracy Kicking—Practice with reasonable targets to insure success. Progress from wide and close targets to more difficult. Spray painted plastic milk cartons hung from goal crossbar make good targets for goal shooting practice.

Soccer-Golf—Play soccer golf. Set up holes (sticks, buckets, etc.) and kick from a certain point (tee).

PASSING—LEVEL I

PASSING

1. **Pass a soccer ball to a target (two meters wide) from a distance of 4.5 meters two out of three times.**

TASK ANALYSIS

a. Step forward on the non-kicking leg with foot landing next to the ball.
b. Extend hip and flex knee (120 degrees) during preliminary kicking motion.
c. Point toe down and out.
d. Straighten leg as inside of foot contacts the ball slightly below the center.
e. Swing arm opposite kicking leg forward.
f. Follow through with kicking foot in upward motion.
g. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **Begin practice with partners and ball stationary. Passing experience may be varied by increasing distance between partners, passing in a circle formation and passing diagonally between two parallel lines.**
- **Stationary player makes pass to moving players. Demonstrate how ball must be kicked ahead of the running player. Use all, half, or 1/4 of field.**

2. **Demonstrate passing using different parts of the foot.**

TASK ANALYSIS

a. Pass with the inside of the foot.
b. Pass with the instep.
c. Pass with the outside of the foot.
d. Demonstrate a backheel kick.

DRILLS

Jog and Pass—Several students are arranged in a line, jogging in place. One student faces them and throws to the foot; player passes back to the server. Server throws ball to the thigh, player passes back to server. Server tosses ball to head, player heads it back to server, and so on.

Pass—One player (passer) runs forward, other player runs backward. Passer passes ball to other player who stops ball and runs backward. Passer runs up to meet ball then passes to other player.

TRAPPING—LEVEL I

TRAPPING

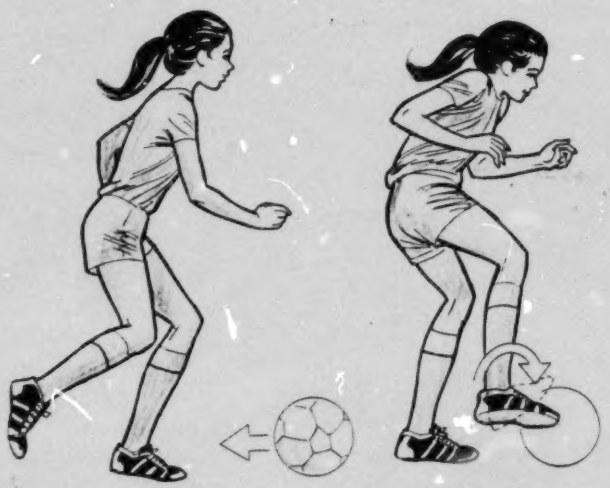
1. Gets into a functional ready position two out of three times.

TASK ANALYSIS

a. Position feet shoulder width apart, forward backward stride.
b. Distribute weight evenly, slightly flex knees.
c. Keep eyes on ball.

TEACHING SUGGESTIONS

- **Discuss need for trapping.**
- **Demonstrate how different parts of the body are used for trapping.**
- **Introduce juggling as an independent exercise.**



2. Trap a soccer ball rolled from a distance of five meters using the side of the foot two out of three times.

TASK ANALYSIS

a. Get in line with the ball; or make sure the ball is in front of you.
b. Transfer weight to non-trapping leg by flexing knee of trapping leg and raising the foot eight to fifteen centimeters off the ground.
c. Turn the foot outward if contact is on the inside of the foot and vice versa for the outside of the foot.
d. Lean body in the direction the ball is to travel.
e. At point of impact, pull foot back so that ball drops in front of body.
f. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **Lower functioning athletes can begin by stopping ball with sole of the foot (i.e, stepping on top of ball).**
- **Teacher must set up ball accurately and gently when introducing this skill. Circle formation works well with teacher moving around group practicing one trap after another.**

DRILLS

Beginning Juggling—is a necessary skill but difficult for coaches to teach. Begin with thigh juggling. Have athletes march, lifting knees, then drop the ball on one knee, juggle to other. As players progress, teach thigh to head, then thigh to head to foot, etc.

Juggling—each athlete has two tries to keep the ball in the air using all body parts except the hands and arms. Ball is put in motion by player tossing ball with hands to him/herself. Player is allowed a total of two attempts. Count number of times the ball is bounced in the air.

TACKLING—LEVEL I

TACKLING

1. Get into a functional tackle position two out of three times.

TASK ANALYSIS

a. Position feet shoulder-width apart, forward-backward stride.
b. Distribute weight evenly, slightly flex knees.
c. Keep eyes on opponent with ball.
d. Move directly in front of opponent.

TEACHING SUGGESTIONS

- **Discuss why it is important to be able to get the ball away from an opponent.**
- **Demonstrate with assistant a legal and illegal charge and tackle.**
- **Have 2 players place inside of right foot next to ball, squeezing ball in between. On command, players hop and change foot next to ball.**
- **Match pairs of students of similar size and ability. Check to be sure each is wearing shin guards. Each pair practices in grid area (four square meters) marked with lines or cones, reversing roles as attacker and dribbler.**

2. Straight tackle a ball two out of three times.

TASK ANALYSIS

a. Trap the ball with foot when ball is at its farthest point from the dribbler.
b. Make contact with the center of ball keeping knee and ankle firm.
c. Push ball away from the dribbler.
d. Play ball, not dribbler.
e. Position body to control ball after tackle.
f. Execute smooth integration of the previous focal points.

DRILLS

Tackling Drill—First players stand with ball—one player is the kicker, one is tackler. On command, kicker kicks ball while tackler properly positions foot.

Variation—To progress, players then take one step back, then step up to ball and perform kick or tackle. Players then take 3 or 4 steps to ball.

HEADING

1. Demonstrate a ready position to head the ball 100% of the time.

TASK ANALYSIS

a. Position one leg slightly in front of the other.
b. Focus eyes on the ball.

2. Demonstrate self-heading 100% of the time.

TASK ANALYSIS

a. Hold ball with both hands in front of the head.
b. Throw the ball slightly so that it hits the forehead at hairline.
c. Focus eyes on ball.
d. Close mouth (safety reasons).

3. Head a ball tossed from 2 meters, three out of five times.

TASK ANALYSIS

a. Throw ball slowly aiming to the proper part of the head.
b. Assume a prone position (on stomach) with back arched and arms extended keeping chest off the ground and providing stability.
c. Focus eyes on the ball all the way to the head.
d. Using neck and upper body muscles, thrust head at the ball making contact at broad area of forehead.
e. Continue to follow ball projectory with eyes after contact.
f. Progress from prone position to sitting, kneeling, and standing position.
g. Using leg and body muscles thrust head at the ball making contact at broad area of forehead.
h. Follow projectory after contact with eyes and step forward.

TEACHING SUGGESTIONS

- **Discuss heading and its importance in soccer play. Stress that it does not hurt if done correctly.**
- **Good introduction of this skill is essential. Do not force the student to head the ball. Good demonstration is adequate until readiness is exhibited.**
- **It is important that the instructor begin tossing the ball carefully and gently. This is done easily in a circle formation.**
- **After practice the instructor can pair students in ability groupings. Each student takes turns tossing the ball gently to partner's head.**

DRILLS

Circle Drill—Students are arranged in a circle with one student in the center. Center student passes ball to another student, who heads it back to the center student. After all the students have received a pass the center student switches with someone in the circle.

Serving Drill—One player (server) in middle, other player (header) runs in a small circle around server. Server serves ball and header returns it to server.

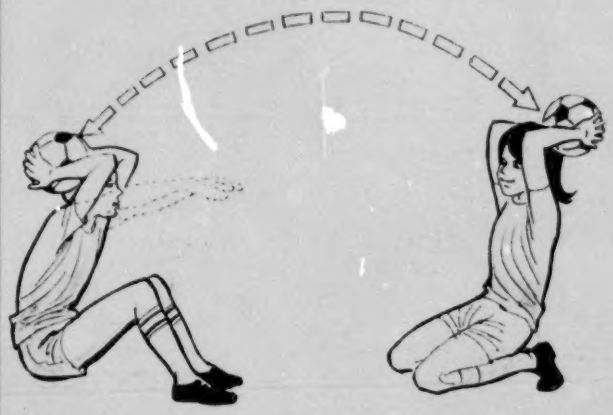
THROW IN—LEVEL I

THROW IN

1. Practice the progression of throwing in a soccer ball.

TASK ANALYSIS

a. Assume a prone position.
b. Hold ball with both hands behind head.
c. Throw ball to instructor.
d. Release ball in one even motion.
e. Always use both hands when throwing the ball in bounds.
f. Continue dri l progressing from prone position to sitting, kneeling and standing.



TEACHING SUGGESTIONS

- **Form students in a circle. Each student throws the ball to the instructor. Continue drill progressing to different positions (sitting, kneeling, standing).**
- **Discuss when throw-in is necessary in game.**
- **Demonstrate a legal throw-in.**

2. Assume ready position to throw in bounds.

TASK ANALYSIS

a. Face field with both feet behind line.
b. Hold ball with both hands behind head.

3. Execute proper throw-in two out of three times.

TASK ANALYSIS

a. Assume ready position.
b. With both hands bring ball from behind and over the head to release the ball in one even motion.
c. Keep both feet touching the ground as the ball is thrown. (Rear foot may be dragged.)

TEACHING SUGGESTIONS

- **In circle formation students practice proper throw-in. Center person traps ball and passes to next person in circle.**

DRILLS

Handball—play a game of handball. All throws must be made with a legal throw.

Throwing Contest—Have contests throwing for distance and/or accuracy.

GOAL KEEPING—LEVEL I

GOAL KEEPING

1. Do a goalie stance, the "READY" position, and lateral movement two out of three times.

TASK ANALYSIS

a. Position feet shoulder width apart, two or three paces in front of the goal line.
b. Distribute weight evenly, slightly bend knees.
c. Keep eyes on the ball.
d. Mirror ball position on the field.
e. Advance toward the potential scorer being careful not to let the scorer get the ball inside the goal area.

TEACHING SUGGESTIONS

- **Discuss importance of goalie position and requirements.**
- **Instructor begins directing balls (thrown or kicked) slowly at first to the goalie. Observe attempts of goalie and make suggestions. Repeat with other students.**
- **Start from a sitting position. Fall to left side, then to right side, with arms extended overhead and hands clasped. Repeat from a kneeling position. Then stand and practice tumbling to either side. Next dive to either side. (Variation—When the player perfects each stage, introduce a ball and have player try to catch it with both hands.)**

2. Field a soccer ball rolled from a distance of 10 meters two out of three times.

TASK ANALYSIS

a. Get in line with the ball.
b. Bend at the knees and waist, keeping heels together.
c. Use hands and pull ball into chest area.
d. Move to either side of goal, taking no more than four steps.
e. Execute smooth integration of the previous focal points.

3. Field a soccer ball bounced from a distance of 10 meters two out of three times.

TASK ANALYSIS

a. Get in line with the ball.
b. Bend down by placing one knee on the ground
c. Use hands and pull ball into chest area, taking no more than four steps.
d. Move to either side of goal to clear the ball by a throw.
e. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **The sideways dive can be practiced on gym mat. Goalie knee pads provide added assurance to the beginner goalie.**

DRILLS

Diving Drill—This lead-up drill teaches the goalkeeper the skill of diving to either side when a dive is necessary.

Turn Drill—Have goalkeeper turn his or her back to server. On command, goalkeeper turns, server serves ball and goalkeeper makes save. The goalkeeper can sit, kneel or lie prone.

Reaction Drill—Serve tennis balls to sharpen reactions of goalkeeper.

DEFENSIVE PLAY—LEVEL I

DEFENSIVE PLAY

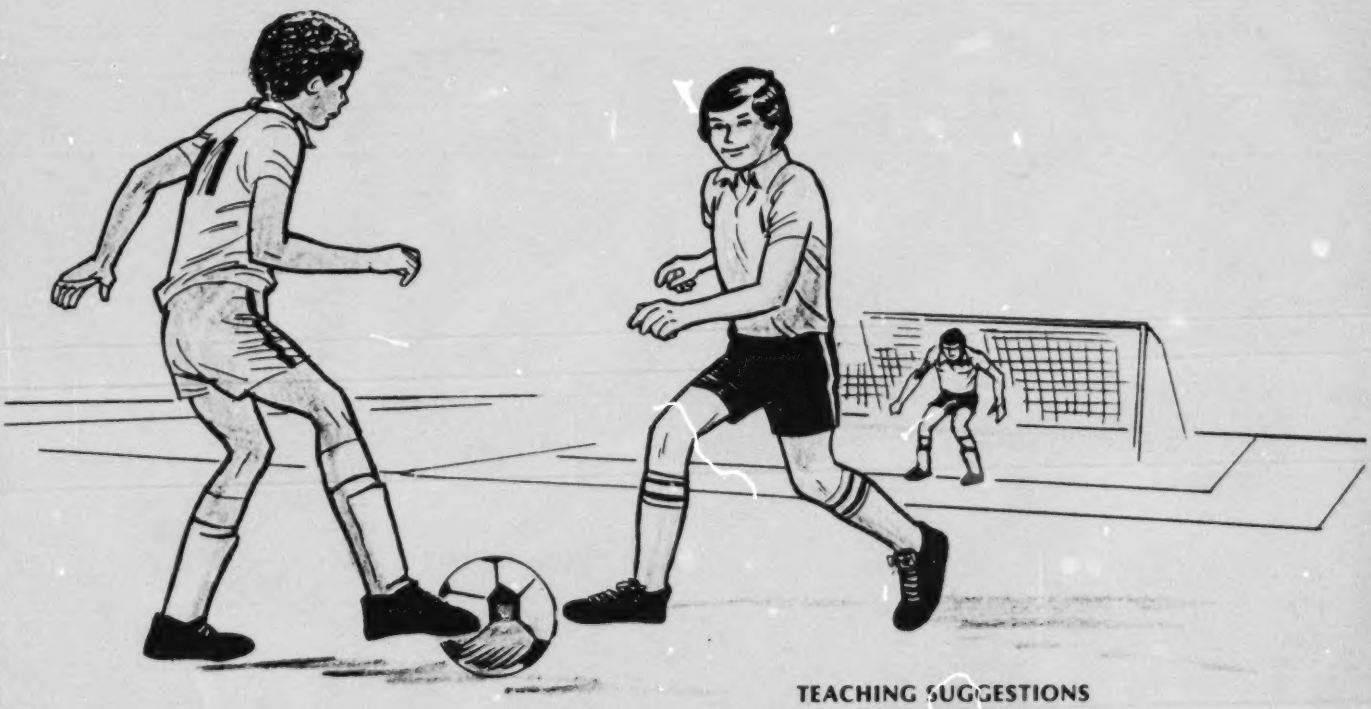
1. Maintain a functional defensive position and "jockey" the opponent.

TASK ANALYSIS

a. Place feet shoulder width apart with knees and hips slightly flexed.
b. Position oneself between passer and receiver or goal or get "goalside."
c. Focus eyes on opponent.

TEACHING SUGGESTIONS

- **Spread the student's feet out shoulder width. Gently push down on the student's shoulders, forcing him to bend slightly his hips and knees.**
- **Place footprints shoulder width apart for student to stand on.**
- **Have students pair off and practice guarding one another gradually incorporating ball into exercise. Start exercise at half speed and then increase.**



TEACHING SUGGESTIONS

- **Lift student's head up (forcing eye contact on opponent).**
- **Take a 30 centimeter square piece of cardboard. Paste a red piece of paper on one side and have a green piece of paper on the other. Have the offensive player hold up the piece of cardboard at chest level. Defensive player will have to look at the cardboard to name the color.**

SPORTS SKILLS ASSESSMENT—LEVEL II

Instructions

The Sports Skills Assessment—Level II is designed for higher skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the assessment, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, total up the number of boxes, add 30 and indicate the student's present level of ability (i.e., Star, Super Champ or Superstar). If the student is performing at a lower skill level than measured in the Skill Assessment—Level II, re-evaluate the student utilizing Skill Assessment—Level I.

Skill Assessment—Level Two

Scoring Level—indicates the student's level of achievement

31-40 CHAMP
41-50 SUPER CHAMP
51-60 SUPERSTAR

Test Item #1 **Dribbling Skills**
- ☐ Dribbles and controls ball while running the length of the field
- ☐ Dribbles the ball along a straight path
- ☐ Dribbles and controls ball while moving in, out, around and through a series of obstacles
- ☐ Accelerates or decelerates dribbling speed on cue (whistle)
- ☐ Dribbles and controls ball while being guarded

Test Item #2 **Trapping Skills**
- ☐ Traps a pass while running forward
- ☐ Receives a pass and dribbles the ball
- ☐ Performs a chest trap and controls the ball
- ☐ Performs a thigh trap and controls the ball
- ☐ Traps an inbound pass while being defended

Test Item #3 **Passing Skills**
- ☐ Passes ball to a moving teammate 5-10 meters away
- ☐ Passes ball from the dribble to a moving teammate 5-10 meters away
- ☐ While guarded, passes ball to a teammate
- ☐ Passes ball to a teammate being guarded
- ☐ Passes ball and moves to open position to receive a return pass

Test Item #4 **Shooting Skills**
- ☐ Shoots the ball from the 6 meters with 50% accuracy
- ☐ Shoots the ball into the corner of the goal from 10 meters
- ☐ Kicks penalty kicks with 40% accuracy
- ☐ While moving, receives a pass and shoots a goal

Test Item #5 **Heading**
- ☐ Heads ball in a forward direction 10 meters
- ☐ Heads ball in the desired direction; to the right, to the left
- ☐ Jumps and heads ball in a forward direction
- ☐ Head a corner kick or pass from a teammate

Test Item #6 **Defensive Play**
- ☐ Guards offensive player without the ball
- ☐ Blocks a pass between two players
- ☐ Intercepts and controls a pass between two players
- ☐ Intercepts a pass while in motion and passes on to another teammate

Test Item #7 **Knowledge of Game**
- ☐ Identifies field boundaries (center line, goal area)
- ☐ Adapts ability to pass, dribble, shoot and tackle
- ☐ Understands minor and major variations
- ☐ Plays cooperatively and competitively; adapts to changes both offensively and defensively

Test Item #8 **Teamwork**
- ☐ Identifies proper attacking and defending goal.
- ☐ Maintains correct positioning during a game.
- ☐ Is capable of playing more than one position.
- ☐ Is capable of playing offensively and defensively.

_____ TOTAL SCORE

DRIBBLING—LEVEL II

3.0 Given demonstration and practice the student will demonstrate Level II Soccer Skills.

DRIBBLING

1. **Dribble through a maze (five cones placed five meters apart for a distance of 20 meters) two out of three times.**

TASK ANALYSIS

a. Switch eye contact from ball to obstacle and back again to control ball.
b. Contact the ball with the inside of the foot farthest from the cones without breaking running stride.

TEACHING SUGGESTIONS

- **Students will dribble from A to B and back. A visual symbol (number or letter or cartoon character) is held up in student's view. Student will call out name of symbol keeping ball under control while lifting eyes to identify symbol.**
- **Use players as cones, some with legs open, players dribble through other's legs.**
- **Have students form a semi-circle when shooting on goal.**

DRILLS

Follow the leader dribble—Student will follow leader through a maze lifting eyes from ball gaining practice in dribbling in all directions.

Dribbling through a maze—may begin with cones at one to one and one-half meters apart increasing distance as student progresses in control. Speed may be measured after skill is attained.

KICKING—LEVEL II

KICKING

1. Score a goal (8 meters wide x 2.4 meters high) from a distance of 9 meters, two out of three times.

TASK ANALYSIS

a. Kick ball from an angle perpendicular to the goal.
b. Kick ball from an angle of 45 degrees to the right of the perpendicular.
c. Kick ball from an angle of 45 degrees to the left of the perpendicular.
d. Focus eyes on goal before shooting.
e. Focus eyes on ball while in the act of shooting.

TEACHING SUGGESTIONS

- **Have student serve ball to himself/herself and, while running, shoot on goal.**
- **Variations—server rolls ball, bounces ball, etc.**
- **Student starts from sitting, lying prone, kneeling positions.**
- **Place obstacles or players directly in front of goal, or 5-10 meters in front of goal.**

2. Score a goal from a dribble at a distance of 9 meters two out of three times.

TASK ANALYSIS

a. Kick ball from an angle perpendicular to the goal.
b. Kick ball from an angle 45 degrees to the left of the perpendicular.
c. Kick ball from an angle of 45 degrees to the right of the perpendicular.

KICKING—LEVEL II

3. Acquire skills to loft the ball with the instep of the foot.

TASK ANALYSIS

a. Place the standing foot slightly behind the ball and to one side.
b. Lean back without upsetting body balance.
c. Strike ball with inside of instep of foot.
d. Make contact with lower half of ball.
e. Follow through with kicking foot in upward motion.
f. Execute smooth integration of the previous focal points.

4. Loft the ball in the general direction of goal while moving three out of five times.

TASK ANALYSIS

a. Keep eyes on ball while dribbling.
b. Lift eyes to focus on goal.
c. Take long stride into kicking position.
d. Swing foot at the ball following through after kick.

DRILLS

Shooting Drill— Form a semi-circle of players facing the goal. Have players advance, one at a time, toward the goal. Another line of players stands off to the side. Player at head of first line hits an instep pass to player at head of second line, and then runs toward goal to receive return pass, then shoots for corner of goal.

Dribble and Shoot— Place one marker fifteen meters out from goal; place a second marker so that the two form a diagonal line in relation to the goal. Player dribbles around one, then the other, then shoots for opposite corner.

PASSING—LEVEL II

PASSING

1. **Pass a soccer ball from a dribble to a moving teammate at a distance of 4.5 meters two out of three times.**

TASK ANALYSIS

a. Focus eyes on teammate before passing.
b. Focus eyes on ball while in the act of passing.
c. Pass ball slightly ahead of teammate.

2. **Pass a soccer ball to a target (three meters wide) from a distance of 15 meters two out of three times.**

TASK ANALYSIS

a. Focus eyes on target before passing.
b. Focus eyes on ball while in the act of passing.

3. **Pass a soccer ball from a dribble to a moving teammate at a distance of 15 meters by passing slightly ahead of the teammates two out of three times.**

TASK ANALYSIS

a. Begin practice with partners and ball stationary.
b. Increase distance between partners to vary passing experience.
c. Pass in a circle formation.
d. Pass diagonally between two parallel lines.
e. Pass to moving player.

TEACHING SUGGESTIONS

- **Groups of two, then three and four students dribble downfield to target and pass at the sound of a whistle. This encourages passing with both feet and staying aware of teammate position.**
- **Players are in a circle. One player is in middle of circle and passes ball to each player, who passes it back, until all players have received ball once. Player in middle changes places with a player in a circle; drill resumes. (This drill may also be used to practice trapping.)**
- **Demonstrate how ball must be kicked ahead of the running player.**

DRILLS

Passing Drill—This drill teaches passing accuracy and gives the player a feel for the amount of force needed to pass a specific distance. Two players stand at least three meters apart, facing each other; another player stands in between with legs spread. Two end players pass ball back and forth between third player's legs. Vary the difficulty by varying the distance.

Circle Drills—Arrange players in a circle. Player with ball passes to another player, then runs around outside of circle and back to empty space.

Give and Go—Players are arranged in a circle, facing outward. One player stands outside of circle and passes to each player consecutively, moving around the circle to receive each pass back. All players in pairs make give and go passes all over field.

Groups of two—then three and four students dribble downfield to target and lead pass at the sound of a whistle. This encourages passing with both feet and staying aware of teammate position.

TRAPPING—LEVEL II

TRAPPING

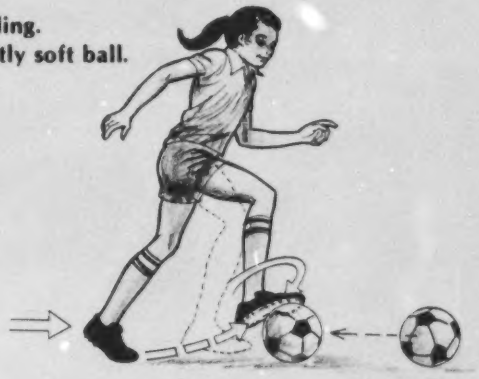
1. Foot trap a soccer ball rolled from a distance of five meters two out of three times.

TASK ANALYSIS

a. Get in line with ball.
b. Extend the trapping leg forward with the foot ten to fifteen centimeters above ground.
c. As ball rolls into trap formed by the foot and the ground, apply cushioning technique by pulling foot back slightly on impact.
d. Control ball and assume ready position to dribble/pass.
e. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **Begin practice trapping with partner. Trapping experience may be varied by increasing distance between partners, trapping in a circle formation and trapping diagonally between two parallel lines.**
- **Stress juggling.**
- **Use a slightly soft ball.**



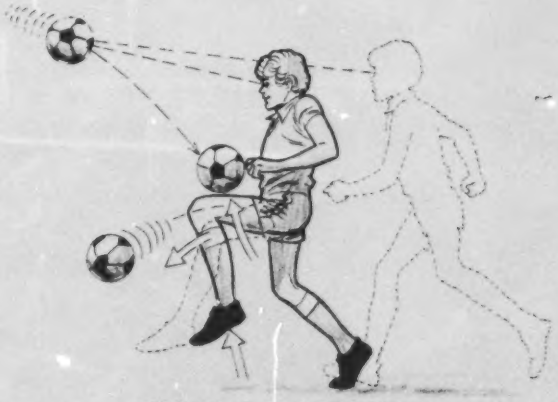
2. Thigh trap a soccer ball bounced below the waist level from a distance of five meters two out of three times.

TASK ANALYSIS

a. Get in line with the ball.
b. Transfer weight to the non-trapping foot.
c. Bend leg so that it is perpendicular to the path of the ball with the foot off the ground.
d. As the ball strikes, move leg slightly backward from the hip to absorb the impact.
e. Drop ball by the feet, ready to advance the ball.

TEACHING SUGGESTIONS

- **Student throws ball in air. Lets it bounce once then catches it on his/her thigh.**



3. Chest trap a soccer ball bounced or thrown above waist level from a distance of 4.5 meters two out of three times.

TASK ANALYSIS

a. Get in line with the ball.
b. Take up position with one leg in front of the other.
c. Extend arms away from the body.
d. As ball drops apply cushioning technique (relaxing body and extending waist forward).
e. Move forward in desired direction as the ball drops from the body to the ground.
f. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **Later throw-in can be combined with trap for meaningful exercise. Have partners reverse roles.**

TACKLING—LEVEL II

TACKLING

1. The student can hook tackle a ball two out of three times.

TASK ANALYSIS

a. Step to one side of opponent, reach with leg.
b. Bend supporting leg to increase reach.
c. Make contact with center of ball.
d. Play ball, no body contact.
e. Execute smooth integration of the previous focal points.

DRILLS

Tackle Drill—Number two parallel lines of players. Like numbers become opponents when number is called (one-on-one situation). Each player attempts to advance ball to "goal" line to score for his team. Later two or three numbers are called at once and team play is utilized.

Keepaway Drill—All players assemble in the penalty area. All players have balls except for two or three. If someone steals or tackles your ball you must win another back.

HEADING—LEVEL II

HEADING

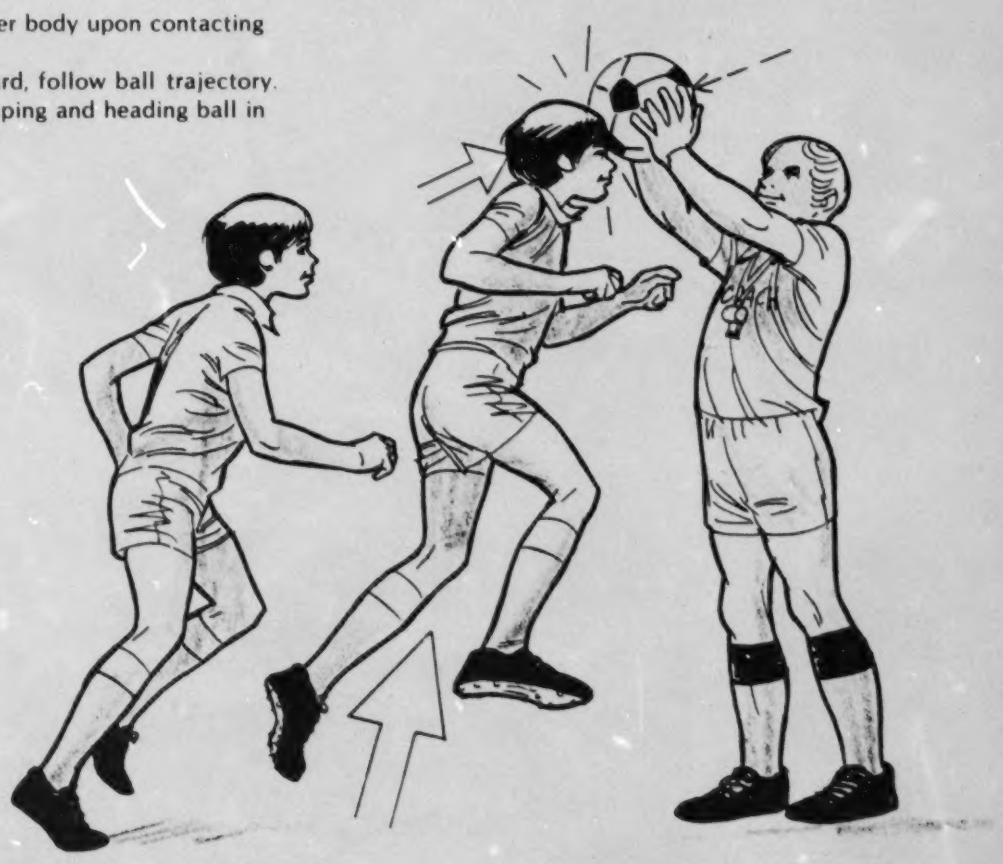
1. Jump and head a ball in flight three out of five times.

TASK ANALYSIS

a. Face instructor who is holding ball over head with arms extended.
b. Jump, taking off on one leg, and contact ball (adjust height to insure success).
c. Jump and hit ball out of instructor's hands.
d. Stand in ready position to receive ball thrown 3 meters away.
e. Focus eyes on ball.
f. Jump in air.
g. Arch back.
h. Thrust head and upper body upon contacting the ball.
i. While stepping forward, follow ball trajectory.
j. Perform running, jumping and heading ball in intended direction.

TEACHING SUGGESTIONS

- **Have students practice jumping off one leg. The jump is similar to the lay-up in basketball.**
- **As readiness becomes apparent, variations of heading, trapping and passing may be practiced. Have student practice heading while on the move.**



DRILLS

Heading Drill— Mark off two lines, six and seven meters from goal area. Players stand in line well beyond the seven meter line and run one at a time toward the goal. A server stands in front and to the side of the goal post and tosses the ball to the advancing player, who in turn heads the ball toward the goal from the area between the two marked lines. Have student aim for the corner of the goal and for more of a challenge insert a goalie to block the shots.

GOAL KEEPING—LEVEL II

GOAL KEEPING

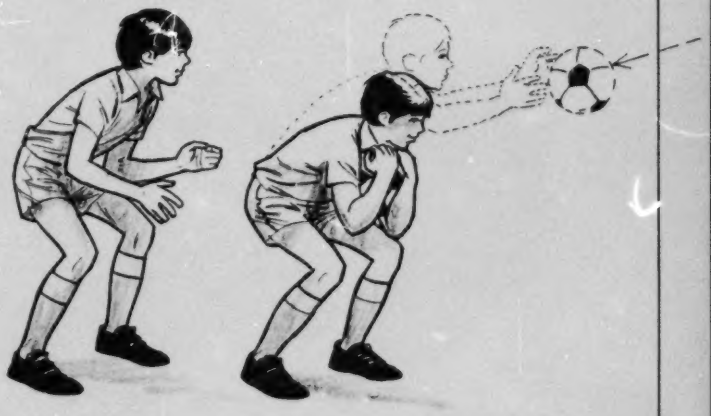
1. Field a soccer ball kicked or thrown in the air from a distance of 10 meters two out of three times.

TASK ANALYSIS

a. Get in line with the ball.
b. When ball is below chest height, point fingers down and curl arms up bringing ball into chest cavity.
c. When ball is above chest height, point fingers upward, thumbs together, forming cradle to hold the ball.
d. Use hands and pull the ball into the chest area.
e. Punch ball if unable to catch.
f. Move to either side of the goal, taking no more than four steps.
g. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **Dribble, pass and shoot exercise gives goalies experience catching or blocking attempts of two players from two lines approaching goal. Other players gain practice in offensive skills. At a young age several players should share goalie responsibilities.**



2. Throw the soccer ball a distance of 6 meters to a teammate two out of three times.

TASK ANALYSIS

a. Pick up ball with both hands.
b. Draw ball back with both hands.
c. Take 3 or 4 steps and extend free arm for balance.
d. Transfer weight to front leg.
e. Bring ball forward, aiming downfield or to a teammate.
f. Extend arm and flex wrist releasing the ball with proper follow-through (baseball pass).
g. Try a sling throw (same throwing sequence except throwing arm is kept extended and stiff).

TEACHING SUGGESTIONS

- **Practice throwing the ball for distance. Throw the ball to area of teammate.**
- **Discuss when a goalie should use a baseball pass, sling throw or roll the ball out of the goal area.**

GOAL KEEPING—LEVEL II

3. Punt the soccer ball for a distance of 6 meters to a teammate two out of three times.

TASK ANALYSIS

a. Move to either side of the goal to clear the ball.
b. Incline body forward from the waist extending arms in front of the body with kicking foot side just below the chest.
c. Focus eyes on the ball.
d. Hold ball in both hands with palms up and fingers spread.
e. Take only four steps or less before contacting ball (or bounce).
f. Swing punting leg from the hip through a perpendicular arc.
g. Point the toes; contact the ball two feet above the ground with instep.
h. Follow through in direction of the ball.
i. Execute smooth integration of the previous focal points.

TEACHING SUGGESTIONS

- **Practice punting the ball for distance. Punt ball to area of teammate.**

4.0 Given a regulation or modified game of soccer the student will exhibit good team tactics at all times.

TEAM POSITION

1. Assume all positions for team play when given instruction 100% of the time.

TASK ANALYSIS

a. Identifies own team and opponent's team.
b. Knows that eleven players are on a team.
c. Distinguishes offensive and defensive goals.
d. Understands his/her playing area.
e. Identifies center line.

INDIVIDUAL TACTICS

1. Execute proper individual offensive tactical moves against an opponent.

TASK ANALYSIS

a. Change speed while dribbling.
b. Change direction while dribbling.
c. Use tricks or fakes.
d. Shoot for the goal.

2. Execute proper individual defensive tactical moves against the offensive player.

TASK ANALYSIS

a. If you lose the ball, chase to win ball back immediately.
b. Jockey, or delay, the offensive player, don't overcommit.
c. Win the ball with a good tackle.

GROUP TACTICS

1. Execute proper group offensive tactical moves against opponents.

TASK ANALYSIS

a. Perform a wall pass, also known as give and go, with teammate(s).
b. Pass ball to space, other player runs into space to collect ball, a through pass.
c. Use individual tricks—improvise.
d. Shoot and score a goal.

2. Group defensive tactical moves.

TASK ANALYSIS

a. Fall back and delay.
b. Channel the offensive player to one side or the other.
c. Support your teammate (2 v. 2, 3 v. 2, etc.)
d. Play a zone defense.
e. Win the ball with a tackle.

TEAM TACTICS

TEAM TACTICS

1. Maintain positon 75% of the time.

TASK ANALYSIS

a. Assume proper position (forward, center).
b. Walk up and down field maintaining position.
c. Jog up and down field maintaining position.
d. Move in a controlled running pattern as a team.

2. Pass the ball while maintaining his/her position.

TASK ANALYSIS

a. Assume proper position
b. Inter-pass ball while standing
c. Inter-pass ball while moving to various sections of the field.
d. Continue passing among teammates dribbling only two times before each pass.
e. Add an opponent, then two or three
f. Incorporate rule: three passes in a row equals one goal.

3. Demonstrate the ability to actively participate in the game 75% of the time.

TASK ANALYSIS

a. Play position properly.
b. Play ball as soon as it can be reached.
c. Execute short passes, controlled dribbling, heading, blocking, and good shot selection.
d. Understand offensive team play (dribbling, passing, and shooting).
e. Understand defensive play (tackling, blocking).

TEACHING SUGGESTIONS

- **Discuss importance of playing and being responsible for each particular position's area.**
- **Color code offensive and defensive goals. Red team shoots at red goal, blue team at blue goal.**
- **Use a felt board and assist student in labeling positions.**
- **Divide the field into grids, 10 x 10 meters, depending on the ability level of the players.**
- **Have students walk up the field and back as a team, maintaining their positions. The concepts of space, time and flow are important.**
- **Students run up the field and back as a team, maintaining their positions.**
- **At certain intervals have the students freeze; guide each individual to the proper position and indicate in a positive fashion his/her role and responsibility to the team.**
- **Use restrictions or conditions such as you must dribble 3 times before you pass, 3 passes equal one goal, etc. Use your imagination to adapt the restriction or condition to accomplish your objective.**

TEAM TACTICS

TEAMWORK

1. Participate in progressive team exercises and drills 75% of the time

TASK ANALYSIS

a. Play keep away 1 vs 1
b. Use small goal (lacrosse size)
c. Use large goal with goalkeeper
d. Repeat progression with 2 vs 2, 3 vs 3, . . . 11 vs 11

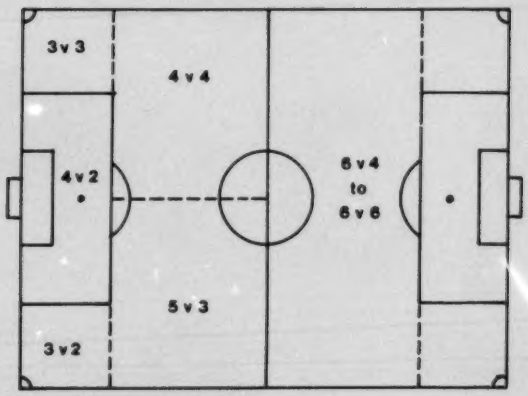
TEACHING SUGGESTIONS

- **Play full field "keep away".**
- **Use two balls or four goals; at both ends and both sides.**
- **Use a field, 20 X 15 in dimension. Goals should measure 1.54 m high by 6 meters wide.**

2. Play a soccer game once a week.

TASK ANALYSIS

a. Participate in a game with 7 to a side on a small field and 10 minute quarters.
b. Participate in a game with 8 to a side on a small field and 12 minute quarters.



3. Participate in a game of indoor soccer in a gymnasium

TASK ANALYSIS

a. Play teams of 6 on a side.
b. Use small goals.
c. Play with no boundaries, everything is live.
d. Involve wheelchair and multi-handicapped athletes.

DRILLS

Zone Soccer—Students are required to remain in their zone or area throughout the game. The game is excellent for learning position and refining passing skills.

Ball Chase—select seven players to be on the offensive team. Four players are selected and placed on the defensive team. The offensive team attempts to pass the balls as many times as possible to each other without it being intercepted by the defensive team. The defensive team attempts to intercept the passes.

Side Game—Play a small side game 3 vs. 3. Emphasize control and pace when moving on the court. Do not add defense yet. Keep game slow or half speed at first. Progress to game controlled speed. Have students sprint 5 meters to open position after passing the ball. Employ a number of available point systems depending on skill level, fitness, experience and student ability. Points or other awards could be rewarded for passes, assists, steals, etc.

RULES

5.0 Given regulation or modified rules and scoring, the student will adhere to those scoring rules and regulations while playing.

RULES

1. Demonstrate knowledge and understanding of the basic rules of the game 75% of the time.

TASK ANALYSIS

a. Stops play at whistle.
b. Does not touch ball with hands (except for goalie).
c. Dribbles, passes and shoots towards opponent's goal.
d. Identifies own team's and opponent's goal.
e. Identifies field boundaries and knows when ball is in play.
f. Knows kick-off starts game and begins play following a goal.

2. Demonstrates ability to recognize (and accept consequences) of minor violations 75% of the time.

TASK ANALYSIS

a. Playing in a dangerous or reckless manner.
b. Charging a player who does not have possession.
c. Charging goalkeeper in goal area.
d. Stalling or misplaying by the goalkeeper.
e. Playing offside.

3. Demonstrate the ability to recognize (and accept consequences of) major violations 75% of the time.

TASK ANALYSIS

a. Kicking or attempt to kick opponent.
b. Tripping an opponent.
c. Leaping through the air to deliver a block or tackling.
d. Charging an opponent in a dangerous manner.
e. Charging an opponent from behind.
f. Striking or attempting to strike an opponent.
g. Holding an opponent.
h. Pushing an opponent with hands or arms.
i. Touching, carrying or hitting the ball with the hands.

TEACHING SUGGESTIONS

- **Practice maintaining positions on field of play—1) Students walk up the field and back as a team, maintaining their positions. 2) Students run up the field and back as a team, maintaining their positions. 3) Students dribble ball up the field and back maintaining their positions.**
- **At certain intervals have the students freeze; guide each individual to the proper position and indicate in a positive fashion his/her role and responsibility to the team.**
- **Play a game of zone soccer.**

6.0 Given a regulation or modified game of soccer the student will exhibit good sportsmanship with teammates and opponents at all times.

1. Actively participates in game 75% of the time.

TASK ANALYSIS

a. Puts forth maximum effort during game.
b. Learns to use physical attributes in beating an opponent to the ball.

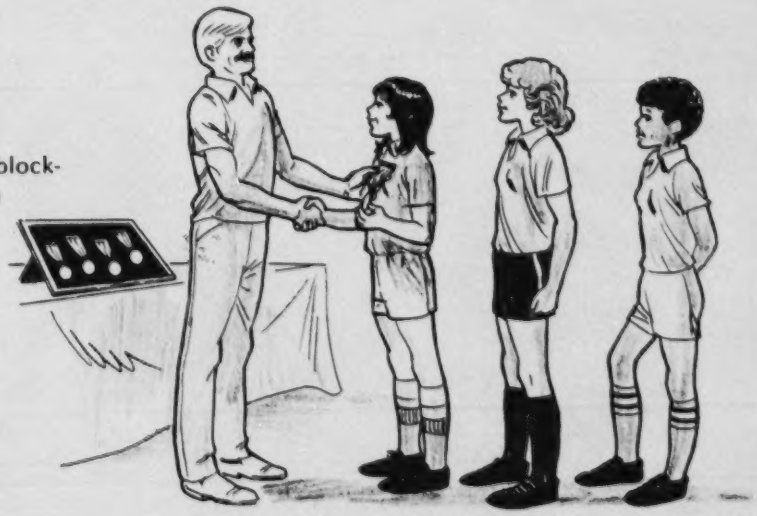
TEACHING SUGGESTIONS

- **Those students who do not put forth any effort while playing soccer or who do not pay attention will be put into a penalty box for a pre-determined period of time.**

2. Exhibit teamwork 75% of the time.

TASK ANALYSIS

a. Plays position properly.
b. Plays ball as soon as it can be reached.
c. Executes short passes, quick throw-ins, blocking and leading fellow teammates when passing.



3. Exhibit fair play at all times.

TASK ANALYSIS

a. Does not consistently infringe the rules of the game.
b. Respects the decision of the referee.
c. Demonstrates good sportsmanship.

TEACHING SUGGESTIONS

- **Discuss soccer etiquette, such as retrieving fair share of out-of-bounds balls; congratulating opponent after all games, win or lose; controlling temper and behavior at all times; waiting for opposing player to return to the field of play before putting the ball into play.**
- **Discuss rules infringement. Review rules of changing goalkeeper or kicking the ball once the goalkeeper has possession; heading the ball low with opposition close by; moving required distance from the ball after a foul.**
- **Give sportsmanship award or token after each game or class.**
- **Always commend students when they demonstrate good sportsmanship.**

MODIFICATIONS AND ADAPTATIONS

The focus of this Soccer Guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Some of the common team sports such as soccer have rules which are very complex. Special Olympians are often denied the experience of the game because of the frequent stops due to rule infractions. Therefore, teachers should not be reluctant to modify the rules (e.g., elimination of handling ball) as long as the major objective of the game (i.e., putting the ball into the goal) is not disturbed.

ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

Goals may be increased for Special Olympians with gross motor defects. Audible soccer balls or the sound of the coach's voice can be used to aid a visually impaired student passing or trapping soccer ball.

AVOIDING ELIMINATION GAMES

Most activities in physical education can be structured to include rather than exclude students. Simple games such as tag while dribbling the soccer ball can be altered by requiring students to do five sit-ups or possibly freeze for 10 seconds before continuing in the game. Developing activities that include rather than exclude students requires only a teacher who is sensitive to the needs of students.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you dribble the ball with your right foot/your left foot?", "Can you head a soccer ball?", "Can you show me two ways of passing a soccer ball?" Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

REDUCING PLAYING AREA

Special Olympians with gross motor deficits and/or associated disorders with movement limitations will benefit from activities in which their area of responsibility for coverage is reduced. Cross field soccer games could be substituted for full field games. Adaptations such as these permit an equalizing of ability based on student's movement capablilities.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communication systems that are specific to their needs. For example, verbally explaining a task may not match up well with some student's information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's foot as he/she demonstrates a skill such as the instep kick. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like the throw-in.

MODIFICATION EQUIPMENT

Successful participation in sports for some students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the Individualized Education Program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

MODIFICATIONS AND ADAPTATIONS

More specific adaptations for associated impairments are listed below:

Orthopedic Impairments

- Reduce field size; use half field.
- Increase number of players.
- Use modified field with wider goals.
- Use pushers for wheelchairs.
- Use larger slow moving ball.
- Use regulation soccer ball with less air.
- Use two goalies.
- Play indoors without boundaries.

Visual Impairments

- Increase the size of the ball.
- Use brightly colored ball.
- Wrap goal posts with brightly colored tape.
- Flags used to mark sidelines or cones.
- Use oversized beeper ball.
- Use guidelines to sidelines.
- Use sighted guide to help students run.
- Use an audible goal locator or sounding device near the goal.

Auditory Impairments

- Use and teach official referee hand signals.

Modifications

- Use a playground ball not fully inflated.
- Organize wheelchair play in a gym.
- Shorten the distance between end lines.

INFUSION CHART

ARTS	Chooses and designs team insignia and mascot. Traces footprints and arranges in patterns to show various skills. Makes felt figures used on the flannel board.
SCIENCE	Understands why the ball goes further when kicked harder. Understands how to direct the ball in the desired trajectory by using different parts of the foot. Judges the distance of lofted balls. Identifies the parts of the body specific to soccer play.
INDUSTRIAL ARTS	Constructs a simple scoreboard. Constructs a simple flannel board for soccer instruction. Constructs portable goals for indoor or outdoor use.
MATHEMATICS	Keeps score. Counts the number of hits per side and steps taken by the goalie. Measures the distance in field layouts.
HOME ECONOMICS	Constructs a ball bag for team use. Dresses appropriately for playing soccer. Mends and hems uniforms. Washes and dries uniforms.
HEALTH	Practices safety skills when playing. Knows the basic first aid for minor injuries (scrapes, scratches, sunburn). Uses sun screens, tanning lotion when playing in the direct sunlight. Chooses the appropriate clothing for various weather.
PHYSICAL EDUCATION	Performs warm-up exercises. Understands and demonstrates the rules and skills of soccer. Recognizes the importance of teamwork and team spirit. Practices refining soccer skills. Recognizes the leisure value of soccer.
READING/LANGUAGE	Reads the scoreboard. Increases vocabulary through usage of soccer terms. Listens to instructions and follow directions. Expresses himself/herself during play (cheers, encourages). Reads and listens to instructions for playing soccer.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where soccer could be played. Participates in the establishment of teams and rules for playing soccer.

TERMINOLOGY AND RESOURCES

Clearance
Kicking or heading a ball away from one's own goal area.

Corner Kick
A kick made by the attacking team from within the quadrant marked by the corner flag after a defender last touched the ball before it went over the goal line.

Dribbling
Moving with the ball under control.

Drop-Kicking or Half-Volleying
Kicking the ball at the moment that it hits the ground.

Give and Go
Passing quickly to a teammate, then running into position to receive the return.

Goal
Refers to both the target area and the actual score made by propelling the ball over the goal line within the target area.

Handling
Touching the ball with the hands or arms, penalized by a free kick.

Instep
The part of the foot used for most kicking, that portion covered by the laces of the shoes.

Kickoff
The start of play, when the ball is kicked from the center spot of the field, at the beginning of the game, after the interval, and to resume play after a goal has been scored.

Lobbing
Kicking the ball so that it has a high trajectory, to get it to another player.

Offside
Not having two opponents between oneself and the opposition goal at the time when the ball is passed.

Out of Play
When the ball goes off the field, either over the goal line or over the sideline.

Throw-In
The means of resuming the game after the ball has gone out of play over the sideline.

Volleying
Kicking the ball before it hits the ground.

Printed Materials

Field Service Unit in Physical Education and Recreation for the Handicapped, Michigan State University (J.A. Wessell, Director). *I CAN Sports, Leisure, Recreational Instructional Skills Program*. Northbrook, Illinois: Hubbard.

Irmer, Larry D. et al. *Physical Education Opportunity Program for Exceptional Learners (PEOPEL)*. Phoenix, Arizona: Phoenix Union High School System, 1977.

Dunn, John M. *Adaptive Physical Education: A Resource Guide for Teachers, Administrators, and Parents*. Mental Health Division, Salem, Oregon, 1979.

Films

Special Olympics, Inc., *This is Soccer*, 1977.

Special Olympics, Inc., *This is Soccer: Teamwork*, 1981.

Other

Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006.

SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympian's name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session. The categories Beginner through Superstar are identified below the chart as a guide for your students to follow. See example on the following page.

PASSING SKILL SHEET

NAME	Makes an attempt to push or tap ball	Passes ball in any direction at least 5 meters	Passes ball in intended direction to a target	Passes ball to a stationary teammate						
BILL	20 %	25 %	15 %	20 %						
SUE	40 %	30 %	40 %	50 %						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						

DRIBBLING SKILL SHEET

NAME	Makes an attempt to dribble or push the ball	Pushes stationary ball in any direction	Dribbles ball in desired direction	Dribbles ball with alternating feet						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						

PASSING SKILL SHEET

NAME	Makes an attempt to push or tap ball	Passes ball in any direction at least 5 meters	Passes ball in intended direction to a target	Passes ball to a stationary teammate						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						

TRAPPING SKILL SHEET

NAME	Stops rolled ball with sole of foot	Stops and controls ball with inside of foot								
	reps.	reps.								
	reps.	reps.								
	reps.	reps.								
	reps.	reps.								
	reps.	reps.								
	reps.	reps.								

SHOOTING SKILL SHEET

NAME	Makes an attempt to shoot stationary ball at the goal	Shoots ball towards goal	Hits a part of the goal when shooting	Makes 3 out of 5 goals from a 5 meter distance						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						

HEADING SKILL SHEET

NAME	Makes an attempt to head ball from a stationary position	Heads ball to himself/herself 3 consecutive times	Heads ball in a forward direction	Heads ball to stationary teammate or target						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						
	%	%	%	%						

DEFENSIVE PLAY SKILL SHEET

NAME	Makes an attempt to guard an opponent	Maintains proper distance staying with opponent	Blocks/stops a pass between two players	Jockeys with offensive man for ball						
	reps.	reps.	reps.	reps.						
	reps.	reps.	reps.	reps.						
	reps.	reps.	reps.	reps.						
	reps.	reps.	reps.	reps.						
	reps.	reps.	reps.	reps.						
	reps.	reps.	reps.	reps.						

KNOWLEDGE OF GAME SKILL SHEET

NAME	Stops when the whistle blows	Knows when the ball is in or out of boundaries	Participates a little; recognizes teammates and opponents; knows how to start game with a kick off				
	%	%	%				
	%	%	%				
	%	%	%				
	%	%	%				
	%	%	%				
	%	%	%				

DRIBBLING SKILL SHEET

NAME	Dribbles and controls ball while running the length of the field	Dribbles the ball along a straight path	Dribbles and controls ball while moving in, out, around and through a series of obstacles	Accelerates or decelerates dribbling speed on cue (whistle)	Dribbles and controls ball while being guarded			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			

TRAPPING SKILL SHEET

NAME	Traps a pass while running forward	Receives a pass and dribbles the ball	Performs a chest trap and controls the ball	Performs a thigh trap and controls the ball	Traps an inbound pass while being defended				
	%	%	%	%	%				
	%	%	%	%	%				
	%	%	%	%	%				
	%	%	%	%	%				
	%	%	%	%	%				
	%	%	%	%	%				

PASSING SKILL SHEET

NAME	Passes ball to a moving teammate 5-10 meters away	Passes ball from the dribble to a moving teammate 5-10 meters away	While guarded, passes ball to a teammate	Passes ball to a teammate being guarded	Passes ball and moves to open position to receive a return pass			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			

SHOOTING SKILL SHEET

NAME	Shoots the ball from the 6 meters with 50% accuracy	Shoots the ball into the corner of the goal from 10 meters	Kicks penalty kicks with 40% accuracy	While moving, receives a pass and shoots a goal				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				

HEADING SKILL SHEET

NAME	Heads ball in a forward direction 10 meters	Heads ball in the desired direction; to the right, to the left.	Jumps and heads ball in a forward direction	Heads a corner kick or pass from a teammate				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				

DEFENSIVE PLAY SKILL SHEET

NAME	Guards offensive player without the ball	Blocks a pass between two players	Intercepts and controls a pass between two players	Intercepts a pass while in motion and passes on to another teammate				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				

KNOWLEDGE OF GAME SKILL SHEET

NAME	Identifies field boundaries (center line, goal area)	Adapts ability to pass, dribble, shoot and tackle	Understands minor and major variations	Plays cooperatively and competitively; adapts to changes both offensively and defensively			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			

TEAMWORK SKILL SHEET

NAME	Identifies proper attacking and defending goal	Maintains correct positioning during a game	Is capable of playing more than one position	Is capable of playing offensively and defensively			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			
	%	%	%	%			

DATE _____

Sports Skills Assessment Record Sheet

NAME	PREVIOUS EXPERIENCE: HAS PARTICIPATED	PREVIOUS EXPERIENCE: NEVER PARTICIPATED	LEVEL OF PERFORMANCE: 0-10	LEVEL OF PERFORMANCE: 11-20	LEVEL OF PERFORMANCE: 21-30	LEVEL OF PERFORMANCE: 31-40	LEVEL OF PERFORMANCE: 41+	LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE	LEVEL OF INDEPENDENCE: NEEDS DEMONSTRATION	LEVEL OF INDEPENDENCE: RECEIVES VERBAL ASSISTANCE	LEVEL OF INDEPENDENCE: RECEIVES NO HELP
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4
	1	2						1	2	3	4

END

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

JULY - 2 - 1984